



## **USAID/ Education for Marginalized Children in Kenya (EMACK)**

### **Quarterly Technical Report**

**July 1-September 30 2004**



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American Institutes for Research

and

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## ACRONYMS

AIP	Annual Implementation Plan
AIR	American Institutes for Research
AKF	Aga Khan Foundation
COP	Chief of Party
COPDEC	Coalition for the Promotion and the Development of the Child in the Coast Region
CRSP	Coastal Rural Support Program
CRT	Community Resource Team
DDC	District Development Committee
DEB	District Education Board
DEO	District Education Officer
ECD	Early Childhood Development
EMACK	Education for Marginalized Children in Kenya project
EQUIP1	Educational Quality Improvement Program Award 1
FPE	Free Primary Education
GOK	Government of Kenya
KENSIP	Kenya School Improvement Program
LOU	Letter of Understanding
MERIS	Monitoring Evaluation and Research Information System
MOEST	Ministry of Education, Science and Technology
MOH	Ministry of Health
MRC	Madrasa Resource Center
NEP	North Eastern Province
NGO	Non-Governmental Organization
PDC	Professional Development Center
PME	Performance Monitoring and Evaluation
PTA	Parent Teacher Association
SMC	School Management Committee
SWOT	Strengths, Weaknesses, Opportunities and Threats
TOR	Terms of Reference
USAID	United States Agency for International Development
VAT	Value Added Tax
VDO	Village Development Organization

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## **EDUCATION QUALITY IMPROVEMENT PROGRAM 1 (EQUIP1)**

### **Education for Marginalized Children in Kenya (EMACK) Quarterly Technical Report July 1 2004- September 30 2004**

#### **1.0 PREAMBLE**

Project Title: Education for Marginalized Children in Kenya (EMACK)

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## 2.0 EXECUTIVE SUMMARY

The Education for Marginalized Children in Kenya Project (EMACK) had a productive and encouraging quarter. The project successfully submitted an Annual Implementation Plan (AIP) and a Performance, Monitoring and Evaluation (PME) Plan, completed recruitment and office set-up in the Coast Province, and laid the groundwork for beginning activities in the North Eastern Province (NEP). Most significantly, this reporting period marked the commencement of EMACK activities in the Coast Province. Several meaningful activities were conducted over the final six weeks of the quarter.

Working through established partners with well-developed programs in the Coast Province, EMACK successfully trained 54 School Management Committee (SMC) members from 16 schools on topics of school administration and management. Further, a total of 235 teachers from 84 pre- and primary schools participated in various training sessions this quarter, including sessions on how to address pre-school to primary school transition and vulnerable children, as well as topics about First Aid. These efforts have helped to inform caregivers and educators about the needs of marginalized children, and are an important set of first steps toward improving educational opportunities for children in the province.

The first meeting and formal establishment of the Coalition for the Promotion and Development of the Child in the Coast Province (COPDEC) were organized this quarter with EMACK support. Well-attended by GoK officials, NGOs and community members, the meeting provided a framework through which future coordination of Early Childhood Development (ECD) activities and resources in the Coast Province can be based.

In the North Eastern Province (NEP), progress has been limited this quarter due to difficulties encountered in securing a meeting with the MOEST Permanent Secretary, a pre-requisite for working the NEP, as well as an initial need to focus attention on project start-up in the Coast Province. While project interventions were not initiated, EMACK made headway by recruiting a consultant to assist with primary information gathering in October; she will conduct a rapid assessment of current efforts to provide ECD and early primary education to pastoralist communities in the NEP in order to guide EMACK interventions in the province. Informational discussions were held with various NGOs and MOEST staff knowledgeable about the province.

EMACK looks forward to several new initiatives in the Coast Province next quarter as well. These include the launching of the EMACK small grants program, training of religious educators in child-centered methodologies, health campaigns, initiatives to facilitate transition and the introduction of two new innovative program areas: building a “classroom of tolerance” at the ECD level and teacher training for coping with large class size in lower primary schools. In the NEP, EMACK will use the information gleaned from the rapid assessment to determine the geographic base for the project and to identify suitable partners. Subsequently, NEP staff will be hired, an office established and project activities launched.

### 3.0 GOALS AND OBJECTIVES

EMACK's broad goal is to improve educational opportunities for marginalized children in the Coast and North Eastern Provinces in Kenya. Two sets of objectives and activities have been developed, one for each of the provinces; referred to as component one and component two. These objectives and activities reflect the claim that access and retention rates of marginalized children can be increased by: (a) increasing community and parental participation in all aspects of school life; (b) improving coordination and dialogue that contributes to and informs district, provincial and national education plans; and (c) improving pre-primary schools' resources and teachers' capacities so that children entering primary school are better prepared academically and socially.

**Component One:** In the Coast Province, EMACK aims to strengthen a whole-school strategy to create an early childhood and lower primary school learning environment in which parents support, children enjoy and teachers facilitate a quality education for all who attend. EMACK implements this component through three Aga Khan Foundation projects: The Madrasa Resource Center (MRC), the Kenya School Improvement Project (KENSIP) and the Coastal Rural Support Program (CRSP). MRC primarily focuses on establishing and supporting community-run ECD centers combining Islamic principles with child-centered pedagogy. KENSIP works with primary schools and government (attached to primary schools) ECD centers to upgrade teachers' skills and improve the learning environment. CRSP is a broad-based community development organization now expanding its portfolio to include ECD support services as the result of the expressed demand of community stakeholders. Approximately 100 pre-primary and 200 primary schools in urban Mombasa slums and rural poverty areas of Kwale and Kilifi districts will be targeted over the life of the project, and an estimated 45,000 children are expected to benefit.

The following sub-objectives guide implementation in the Coast Province:

- Sub-objective 1: Develop community capacity to support effective educational programming for the target population.
- Sub-objective 2: Enhance the capacity of the MOEST to better respond to the educational needs of marginalized populations.
- Sub-objective 3: Support teachers to better address the needs of the target populations in the classroom by including teacher training and curriculum development.
- Sub-objective 4: Maximize project impact by sharing lessons learned, opportunities for replication and improving the capacity of partner personnel.

**Component Two:** In the North Eastern Province, EMACK aims to identify and address the unique educational needs of pastoralist communities. A variety of partners already on the ground will implement those activities, guided by the following sub-objectives:

- Sub-objective 1: Research and investigate current approaches for educational delivery and support to the target population.
- Sub-objective 2: Facilitate policy dialogue and coordination among relevant stakeholders.

- Sub-objective 3: Explore and carry out effective, flexible, potentially long-term approaches to providing relevant educational opportunities to the target population.
- Sub-objective 4: Enhance existing education priorities.

## **4.0 PROGRESS TOWARDS ACHIEVING RESULTS**

Office set-up and recruitment occupied approximately half the quarter. The Chiefs of Party arrived in country in early July and immediately commenced work on the annual implementation plan and performance monitoring plan, which were submitted in early August. Community and school level activities are included below. Specific progress against the project performance monitoring plan is consolidated in Annex 1: EMACK Project Monitoring Plan Results Framework.

### **Component One: Coast Province**

In collaboration with EMACK, the project's partners in the Coast Province developed and tested data collection tools, trained enumerators and conducted needs assessments of EMACK-targeted schools, teachers and communities. (Results are currently being compiled and analyzed. EMACK's report for the coming quarter will include results from the project partners.)

#### **A. Sub-objective 1: Develop community capacity to support effective educational programming for the target population.**

Engaging community members is key to the success of EMACK's interventions in component one. Each of the AKF partner projects has established relationships with the communities that they support. However the goals of EMACK and efforts that partner projects will undertake to better serve the educational needs of marginalized children must be introduced and agreed upon with communities in order to effectively create change.

##### *Community Mobilization and Awareness Raising*

CRSP led off its efforts to generate community support for EMACK activities and support to marginalized children by holding two community awareness sessions. The two sessions, the first of a total of 28 that CRSP will conduct in the coming months, were well-attended. Their purpose was to introduce EMACK and its staff and to generate greater awareness of and community mobilization around ECD issues.

During this reporting period, MRC mobilized five new communities to establish pre-schools and to make ECD a priority. Within these communities, 255 children are presently enrolled in the pre-schools. Before signing a formal contract, the community has already received a considerable amount of support from MRC. MRC's belief is that in order for a community to be fully mobilized and to be properly informed of its program and what it requires of the community, approximately twelve mobilization meetings with each community over an extended period need be conducted. Reaction to the MRC model and to the new components that will come under EMACK was positive. By the end of the quarter, three of the five communities had signed contracts with MRC, and the other two are expected to sign by the end of October 2004.

*Strengthening School Management Committees*

Elected by the Parent Teacher Association (PTA), the SMC is tasked with representing the community's interests in the management of the school. This quarter, KENSIP carried out an assessment of SMC capacity at the primary level to determine needs for training. The assessment targeted 95 SMC members (five from each new EMACK school) and 228 parents (three parents per class for class one to class three in each new EMACK school) and looked at areas including school management, roles and responsibilities of SMC members in improving teaching and learning, support and advocacy on learning needs of vulnerable children and financial management skills among others. Training for these SMCs is slated to begin in the next quarter.

With EMACK support, MRC conducted a two-day workshop this quarter for 25 SMC members of the five new pre-schools to familiarize them with MRC and to provide training in school management. Specifically, the training covered the roles of the SMC, planning, financial records and cashbooks. The SMC members actively participated in the entire training and gave their assurance to MRC that the lessons they learned would be implemented.

*School Management Committee Improvement*

In response to a decline in the standards of some SMCs, as measured by an SMC functionality assessment conducted by MRC staff at the request of parents and teachers, MRC organized refresher training for eleven pre-schools that were found to need additional support. The training covered the roles of SMCs, guidelines for strengthening SMCs and a Strength, Weaknesses, Opportunities and Threats (SWOT) analysis. Subsequently, MRC staff held a meeting with members of the MRC graduate association to discuss how to better support the under-performing schools through additional community mobilization efforts, calling for new SMC elections and organizing intensive parent awareness meetings.

*Training of Community Resources Teams*

MRC worked with its Community Resource Team (CRT) members to give them skills for addressing early learning readiness. CRTs help strengthen community engagement in pre-schools by mentoring teachers and providing support and education to parents about ECD. The CRTs conduct teacher training and parent workshops covering topics such as pregnancy and breastfeeding, child development and growth monitoring. The formation of a CRT is one of the community responsibilities laid out in the contract that MRC signs with each community. The team is composed of Head Teachers and community members.

This quarter, a total 71 participants from 36 schools attended a single CRT training facilitated by multiple trainers and conducted in small groups. The aim of the one-day workshop was to familiarize the participants, through group work, with how to develop training lesson plans and how to support others through mentoring. Since the training, several planning meetings have taken place between the MRC trainers and CRTs to plan training workshops for parents. MRC has also provided on-site support, especially on mentoring newly recruited teachers in the schools.



*Facilitating Closer Links between Parents and Communities and District Education Officials*

This quarter, in order to facilitate community involvement in ECD center-based development planning, CRSP initiated the development of seven ECD development plans. A total of 231 community members from the seven communities participated in the planning process. These plans are to be presented to and discussed with District Education Officials. Additionally, MRC's community mobilization efforts this quarter have resulted in SMCs and community members that are well-informed and positioned to play an active role in their children's development.

*Designing and Carrying Out Parents/Community Seminars on Child Development and Parenting*

This quarter, CRSP was scheduled to facilitate immunization, growth monitoring, and de-worming at the ECD centers. However, due to delays in conducting the needs assessment and gaining approval from the MOH, this set of interventions was delayed. After completing the needs assessment, it was determined that in addition to the above, supplemental Vitamin A is also needed. These activities will be implemented with and by the MOH in Kwale and Kilifi beginning next quarter.

**B. Sub-objective 2: Enhance the capacity of the MOEST to better respond to the educational needs of marginalized populations.**

This quarter, MOEST officials actively participated in a number of EMACK activities, including the EMACK staff induction workshop, needs assessment activities, the inaugural meeting of the Coalition for the Promotion and Development of the Child in the Coast Region (see Sub-objective 4) and MRC's workshop on addressing issues of transition (see Sub-objective 3). The EMACK Core Team initiated meetings with provincial and district education officials to introduce themselves and the EMACK project. Local officials were briefed about EMACK activities during three briefing sessions CRSP conducted for District Education Officers (DEO). All were enthusiastic about EMACK activities and expressed keen interest in being involved and in providing support to the project. Further, as a practice, MOEST officials are integrated into EMACK training and support activities conducted by KENSIP.

Examples of the cooperation between MOEST and EMACK at the community-level included EMACK's support of CRSP as it participated in the Kilifi District Development Committee (DDC) meeting in September. The DDC is a government organized committee that brings NGO, GoK and other stakeholders together regularly for the purpose of discussing issues affecting development in Kilifi district.

CRSP has also applied for membership on the District Education Boards (DEB) in both Kwale and Kilifi. The two boards are comprised of education stakeholders from the ECD to the post-secondary level in the respective districts. CRSP's DEB membership will allow it to push to make ECD a priority, raise the consciousness of education officials with regard to ECD issues and to play an advocacy role for issues related to children, parents and teachers.

EMACK in-service activities, future training events (e.g., transition workshop scheduled for early October) will include significant representation from provincial, district and division level MOEST staff. As new initiatives are launched (e.g., large class size training), MOEST

staff will be involved from the outset in conceptualizing program design and planning for implementation.

**C. Sub-objective 3: Support teachers to better address the needs of the target populations in the classroom including teacher training and curriculum development.**

This quarter, needs assessments, orientation sessions and teacher training set the course for EMACK's capacity-building activities with preschool and primary school teachers. Because of the enormous influx of children during the recent institution of Free Primary Education, providing lower primary school teachers with skills and strategies for dealing with large class size was prioritized as a primary area of intervention. In line with the original program design, EMACK will also work with teachers to develop effective strategies for the smooth transition of children from pre-primary to primary school and to develop and promote child-centered teaching techniques and materials. The final major area of intervention with teachers has come out of more recent discussions with MRC around vulnerable children, in which EMACK will help to develop a plan to promote anti-bias and tolerance in the pre-primary classroom.

At the primary level, KENSIP carried out a needs assessment of the following thematic areas: child-centered teaching and learning methodologies; factors influencing transition from pre-school to primary school; and factors that limit the ability of vulnerable children to effectively participate in learning. To accomplish their assessment, KENSIP conducted interviews with 19 head teachers and 76 teachers from their schools and carried out a draw and write exercise with 760 primary students.

At the pre-school level, MRC conducted four separate training events for teachers and other individuals important to school life during the quarter. The aim of these training sessions was to orient new teachers, introduce transition as a concept, and refresh the skills of current teachers as they relate to child-centered methodology and vulnerable children. EMACK helped to give MRC the opportunity to focus on transition issues and vulnerable children in ways the program had not in the past. The events were well received and follow-up in the classroom as well as future refreshers are being planned for the months ahead in order to ensure that benefits are passed on to children.

Table 1: MRC Teacher Training Events during the Quarter<sup>1</sup>

Training Event and Duration	Participants	Purpose	Feedback
One new teacher orientation and training course (3 weeks)	14 new ECD teachers from the five new EMACK – supported pre-schools.	The course consisted of training in health promotion, parental education, addressing special needs and materials development, as well as a	Each trainee's progress was assessed through daily reflective exercises and weekly written evaluations of the training. These assessments revealed that

<sup>1</sup> When MRC conducts training sessions for large numbers of participants, they utilize multiple facilitators and conduct the training in small groups.

		general orientation to the MRC child-centered pre-school curriculum.	participants found the training to be both challenging and rewarding.
Two transition workshops (1 day)	Two parallel workshops held at Waa and Jomo Kenyatta primary schools (110 participants and 90 participants respectively). Participants included 155 primary school teachers from 30 primary schools; 45 PTA members and 2 Zonal Heads from MOEST	The workshop aimed to equip participants with current knowledge and practices on how to facilitate transition from home to primary school and from pre-school to primary school. Participants left the workshop with individualized action plans.	At the completion of training, many of the participants expressed their intent to hold sessions within their respective schools for teachers who did not attend the workshop.
One teacher refresher course (2 days)	66 pre-school teachers	The training helped teachers to develop and adapt skills and resources in order to accommodate children with special needs. Basic First Aid was also addressed.	The participant evaluation forms indicated that the training left teachers with a stronger sense of confidence in their abilities to provide the necessary support to children with learning and behavioral challenges and to respond to situations that require First Aid.

**D. Sub-objective 4: Maximize project impact by sharing lessons learned, creating opportunities for replication, and improving the capacity of partner personnel.**

This quarter, EMACK developed a project briefing paper and PowerPoint presentation to introduce the project to stakeholders and set the stage for future coordination. Further, through CRSP, EMACK participated in Guru Open Day, a small fair attended by citizens in Kwale. ECD activities were exhibited so that community members, GoK officials and others could learn about ECD issues and project interventions.

The process of recording lessons learned has already begun for the EMACK team as well. MRC carried out a two-day capacity-building workshop for MRC staff focusing on monitoring and evaluation skills. The workshop covered the Monitoring Evaluation and Research Information System (MERIS) and creating and refining monitoring and evaluation instruments for EMACK purposes.

Local KENSIP experts conducted an introductory training session in Epi-Info Data Analysis Software for EMACK partner staff. The aim of the training was to equip participants with a

basic knowledge of the software's evolution, functions and capacity. Subsequently, CRSP adopted Epi-Info to analyze the data collected during the intervention needs assessment. The cross-learning between partner projects has been an added benefit to the EMACK partner organizations in the Coast province.

Finally, with support from EMACK, CRSP also organized and hosted the inaugural meeting of the Coalition for the Promotion and Development of the Child in the Coast Region (COPDEC). The coalition is charged with two main objectives: 1) to coordinate ECD activities and share experience and resources through organized forums and 2) to advocate for policy reforms in the area of children's issues and rights. Representatives from local and international NGOs and Village Development Organizations (VDOs), as well as Head Teachers, ECD Teachers and MOEST and other GoK Officials attended. Participants elected a COPDEC Secretariat and CRSP was nominated to lead the Coalition for the coming two years. COPDEC will provide a regular forum through which ECD stakeholders are better able to coordinate their overall strategies and interventions. The resulting harmonization will help COPDEC to inform and influence policy at the district and provincial levels.

### **Component Two: In the North Eastern Province**

Due to the challenges described in section IV, all activities carried out by EMACK in the NEP thus far fall under Sub-objective 1. EMACK activities that fall under Sub-objectives 2, 3 & 4 will commence during the coming project quarter (October to December 2004).

#### **A. Sub-objective 1: Research and investigate current approaches for educational delivery and support to the target population.**

During this quarter, EMACK carried out various activities to gain a better understanding of existing initiatives and resources in the NEP. The project conducted a literature review of available resources and publications on issues of educational delivery to nomadic pastoralist communities. A draft paper for discussion, as well as a resource file will be completed in the coming quarter. The file and paper will be periodically updated during the course of the project in order to keep staff current on effective practices and relevant experiences. Additionally, meetings were convened with NGOs working in the NEP, including World Vision and NOMADIC, as well as with MOEST staff familiar with the province.

Further, a consultant was recruited to conduct a rapid assessment of the status of education at the ECD and lower primary level for children of pastoralists in the NEP; she will begin work in October. The assessment will inform and provide an overview of the approaches that have been tried, where, by whom, with what results, promising practices and anticipated challenges. It also will include information that will help EMACK to define the project's geographic focus areas, identify partners and projects with which it may work, and develop some initial thinking on how best to implement EMACK activities in the NEP.

## **5.0 PROBLEMS ENCOUNTERED**

One of the most significant obstacles to EMACK's overall success is its short time frame. The project's aim of enhancing educational opportunities for marginalized children can only be modestly

addressed in a period slightly less than two years and which encompasses only one full school year. There are several reasons for this. First, EMACK's partners are committed to substantive long-term community mobilization efforts in order to ensure community ownership of change. Second, there is the reality of the need for long-term and ongoing teacher and community training, support and mentoring in order to make changes of the nature advocated by the project sustainable. (For example, when MRC mobilizes a community to support an ECD center, one of its commitments is to provide training to ECD teachers, which includes an initial intensive training followed by two afternoons of training each week for two years.) Third, and perhaps most significantly, is the impact of free primary education (FPE), introduced in 2003, on the education system itself. FPE has caused significant dislocations and challenges to an already overburdened staff, infrastructure and education system. In addition, FPE has caused many parents to withdraw their children from pre-school or to decide not to send them at all. Accordingly, introducing change in this context requires a longer time frame, as well as sound interventions.

In the Coast Province, EMACK has the advantage of working with established partners, developed programs and ongoing working relationships with the MOEST and other government agencies that will help to offset the effects of the short timeframe. This is not the case in the NEP. A number of additional factors may cause work in the NEP to proceed at a slower pace than anticipated. Interviews conducted thus far with numbers of informants knowledgeable about conditions in the NEP have revealed the following potential constraints:

1. Drought conditions are causing some pastoralists to cross into neighboring countries in search of water and pasture, which is resulting in the suspension of primary school classes in some areas. This means that the development efforts in the NEP are currently geared towards survival (e.g., food and water) and that educational interventions are, perforce, given lower priority among stakeholders and GoK officials. (This drought and concomitant famine is also severely affecting parts of the Coast Province where EMACK is operating as well.)
2. Limited absorptive and managerial capacity of potential partners may make it difficult for EMACK to find partners able to manage and expend significant amounts of project funds. As put forward in the original project documents, it is unlikely and unsustainable for EMACK to implement projects on its own;
3. As stated in the original project documents, severe economic conditions arising from prolonged drought, a history of insecurity and conflict, vast distances and sparse population density make project implementation challenging in this province;
4. Prevailing cultural barriers, such as negative attitudes towards girls' education and a general wariness towards all outsiders, pose additional challenges. At present, there is particular sensitivity, given the current geopolitical climate, to any assistance coming from the U.S. Government. This may adversely affect EMACK's ability to engage with communities.

The initial phase of project activities in the NEP is now scheduled to begin in October 2004. As explained above, delays in securing a meeting with the Permanent Secretary of MOEST as well as the need of the project staff to ensure the start-up of project activities on the Coast resulted in this later start date. Now that the latter has been accomplished, both the COPs and USAID staff fully

expect that a meeting with the Permanent Secretary, to be arranged by USAID, will occur in the near future and that project activities will then be able to move ahead aggressively in the NEP.

## **6.0 MANAGEMENT INFORMATION**

With the arrival of the COPs in Mombasa in mid-July, efforts immediately began to recruit staff, secure office space and procure vehicles and office equipment. The EMACK Mombasa office was fully functional by early September. By the end of the quarter, seventeen full-time staff were recruited, oriented and fully engaged in EMACK activities. They include:

- Chief(s) of Party (2 – job share)
- Director of Finance and Operations
- Project Accountant
- Coast Field Director
- M&E Officer
- Program Associate to the COP
- Office Manager
- Project Officers (7 EMACK-funded staff assigned to partner projects)
- Support staff (2)

The decision was made to delay filling a number of the core team positions until a clearer picture of the actual needs for technical support emerges. This should happen during the next quarter as work commences in the NEP and as partners' needs for technical assistance in the Coast become clearer. This delay has allowed for more funds to be allocated to support programmatic activities in the Coast Province. Current staffing plans include basing the Education Specialist in the North Eastern Province rather than the Coast because the need for technical assistance is anticipated to be greater there. At the same time, consideration is being given to having the Education Specialist handle the advocacy portfolio. The next quarterly report will include a revised organogram.

Financial accounting and budget monitoring systems were established this quarter, as were human resources management procedures. Bank accounts were established, as were relationships with key vendors. Project vehicles were ordered and payment was made, with an expected delivery date of mid-October.

Letters of Understanding (LOUs) were developed with the AKF partner projects to establish working and financial relationships. Detailed partner work plans and budgets for Year 1 were prepared and approved, and the first disbursements to partners to engage in programmatic activities were completed. Partner Directors and accounting staff were briefed on key USAID compliance issues. The AIP and PME Plan were completed and submitted to USAID in early August.

Working relationships between AKF USA (sub-award grantee) and AKF Kenya, the AKF operating body in country were further defined and clarified during this period to ensure smooth financial and programmatic reporting and oversight and to facilitate the efficient operation of the EMACK project.

As is typical for a new project, especially one with so many unknowns during its planning phase, some budget realignment will be necessary in the coming months. On-the-ground financial realities necessitate a realignment to increase funds for programmatic activities and equipment to support project interventions. The realignment will be possible without sacrificing project outcomes by effecting cost savings in the staffing line item. It is anticipated that this budget realignment exercise will be completed by the end of the next quarter.

## **7.0 LESSONS LEARNED AND PROJECT IMPACT**

Early needs assessments underscored the dramatic negative impact upon the educational system of the institution of FPE by the Government of Kenya (GOK) in 2003. Many lower primary classes now have 100 or more students of diverse ages and abilities. Teachers are struggling to cope with this challenge. In this context, their ability to address the needs of vulnerable children is significantly compromised, even with additional support and training. This has led EMACK to focus its activities in the following ways:

- 1) While enhancing educational opportunities for vulnerable children will remain a goal of the project, the definition of “vulnerable” has been clarified to include girls, HIV-affected children, children made vulnerable by poverty and famine and children with special needs. This definition allows EMACK to focus efforts on more children at risk of non-enrollment and/or poor retention in primary school.
- 2) Efforts will be made to develop strategies and resources to assist teachers to better deal with large class size. This is likely to take the form of teacher training in methodologies such as cooperative learning that enable teachers to better serve a large and diverse classroom population. This is critical if teachers are to have time and energy to focus on the needs of the more vulnerable children in their classes.
- 3) The imposition of FPE, the end of significant ECD funding from the World Bank and very limited support from the GOK has put the ECD sector of Kenya’s educational establishment under severe stress. Support to weak ECD structures is essential for enabling children from marginalized communities to get a head start on attending and succeeding in primary school. The project will engage additional partners to strengthen ECD teachers and ECD centers, as well as the communities that support them. It will also focus attention on defining the critical policy issues which need to be addressed in ECD and begin to mobilize key stakeholders in advocating for needed government attention and interventions.

## **8.0 SPECIFIC IMPROVEMENTS: PLANS FOR THE NEXT QUARTER**

### **Component One: Coast Province**

During the next quarter, program activities will scale-up significantly: multiple teacher trainings will be scheduled, ongoing teacher support and mentoring undertaken, SMC trainings conducted, parental education seminars launched, community mobilizers/resource persons trained, new ECD centers established or existing centers supported, and relations with government ministries strengthened.

Planned interventions include:

- Small Grants Program: A small grants program focusing on both infrastructure improvements and provision of additional teaching and learning resources will be initiated. These grants, ranging between \$200 and \$1,500 in the first year of the project, will be developed and managed by SMCs in more than 30 Coast Province communities, after the SMCs have been trained in financial management and project development.
- Tolerance-Building Education: As a means of supporting HIV/AIDS-affected children and other stigma-affected students, efforts will be made to develop a teacher training curriculum that will promote tolerance at the pre-school level. The initiative will be piloted in MRC pre-schools which serve a largely Muslim population. The focus of this intervention extends beyond stigma issues, and will attempt to build upon Islamic principles of tolerance and AKF's value of pluralism to consciously promote anti-bias education among pre-schoolers. A complementary program for parents is envisioned to accompany this effort.
- Teacher Training for Coping with Large Class Size: As described earlier, efforts will be made this quarter to develop a training curriculum and materials to assist primary school teachers to cope more effectively with the reality of large classes and students of multi-level ability. Initial field testing of this intervention will be scheduled for the first quarter of 2005.
- Training of Religious Educators (*Maalims*) on Principles of Child-Centered Learning: As many project ECD centers are housed in mosques and share space with Koranic education classes, interest has been expressed by *maalims* to incorporate more child-centered methodologies into their Koranic teaching. Interest and support of these key community leaders is critical to the continued success of the mosque-affiliated ECD centers. Next quarter, approximately 25 religious educators will be trained in child-centered teaching methodologies.
- Activities to Promote Transition to Primary School: Based upon the transition workshop to be conducted by the AIR technical consultant in early October, partners and MOEST colleagues will engage in transition promoting activities that address steps for schools, parents and teachers to minimize dislocations arising from home to primary school and pre-school to primary school transition.
- Health Interventions: In coordination with the MOH, a program of health interventions will be conducted at ECD centers. Planned activities include immunization, de-worming, and Vitamin A supplementation, which will be of special importance to the vulnerable children within the target population. Parent education on HIV/AIDS and health issues for children will also occur next quarter. At the primary school level, teachers will be trained on child-to-child methodologies and supported in implementing classroom programs focusing on relevant health issues.
- Coalition-Building and Advocacy Efforts: Support for the newly-formed COPDEC will be extended as this advocacy and resource-sharing network launches its initial efforts toward bringing together communities, NGOs and government officials concerned about the ECD



needs of children in the Coast Province. Activities for the upcoming quarter potentially include a research study on the impact of FPE on ECD, a public debate on outstanding ECD issues and exploration of delivering parental education through regional radio.

- Partner Capacity-Building Activities: Training activities in the areas of transition, tolerance, large class size, addressing special needs in the classroom, and monitoring and evaluation will be provided to partner organization staff and MOEST officials next quarter in order to launch new project initiatives and promote long-term sustainability of project interventions.

Restrictions imposed by the religious and school calendars may create challenges in implementing the planned interventions for the upcoming quarter. Ramadan, the Muslim fasting month, occurs this year from mid-October to mid-November. This is typically a period of lessened activity, as Muslim schools and communities invest their energies in religious observance. School exams begin in mid-November and school holidays begin in early December. The net result of the quarter will be fewer school days and fewer opportunities for EMACK to engage teachers, students, SMCs and communities.

### **Component Two: North Eastern Province**

A consultant has been contracted to conduct a rapid assessment early next quarter to guide EMACK's work in the NEP. Terms of Reference (TOR) have been prepared for key positions and advertisements for a project manager have been posted. Once the geographic base of the project has been determined, in consultation with MOEST officials in the province, and suitable partners identified, EMACK NEP staff will be hired, an office established and project activities launched.

## **9.0 SUCCESS STORIES**

### **Reaching the Most Isolated through Quality Improvements in Education**



Mkomani<sup>2</sup> is a village situated just beyond the Vipingo sisal plantation, north of Mombasa in the Coast province of Kenya. To reach the village, a person must walk 30 minutes from the road through the dark green rows of sisal. For many years, Mkomani's location had prevented the community's children from attending pre-primary school. The nearest ECD center was several miles away – much too far for a young child to walk. In recent years, the community has taken matters into its own hands and started a community-based pre-school for young children living in and around Mkomani. However, the quality of the

education was poor. The small room within the mosque where classes were held was severely overcrowded, and the pre-school teacher had no training.

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<sup>2</sup> Mkomani is one of the pre-schools to which MRC is providing support with funding from EMACK.

In 2003, the community was approached by the Madrasa Resource Center (MRC). MRC worked with the Mkomani community members giving them tools and reinforcing the idea that the community's active commitment and contribution were the key to improving the quality of education for their children. MRC agreed with the community that before formalizing their partnership, the village of Mkomani would need to participate in a period of mobilization, whereby community members would gain an understanding of the key MRC program components and a mutual trust would be developed between community members and MRC.

During the mobilization stage, the community used its own funding to construct a new ECD center with plastered and painted walls. It offers a much more spacious learning environment for the children. The community also identified a second ECD teacher after news spread of the Mkomani's efforts and enrollment increased from 16 to 32 students.

In August 2004, with EMACK support, the two ECD teachers participated in their first training session with MRC. Both women traveled the long distance from Mkomani to MRC's facilities in Mombasa, rising very early and returning to the village after sunset to attend the fourteen-day orientation training. After completing the training, the teachers returned to Mkomani to apply what they had learned. The women began by setting up the classroom to resemble the example that they had been shown by MRC, displaying colorful learning aids and organizing the classroom into play areas.

The teachers are demonstrating the skills that they gained with MRC support in the classroom too. Their new child-centered approaches will help to improve quality and encourage critical thinking and early learning readiness for some of the youngest members of the community. For the next two years, these teachers will receive training from MRC two afternoons each week.

When the ECD center's School Management Committee (SMC) saw the changes the teachers had made in the classroom, they expressed their excitement. They told the teachers that more than anything their hearts were full to know that the classroom transformation is just the beginning of what these efforts will mean to their children, and they are enthusiastic about what is to come.

### **Creating Space for Change: The Inaugural Meeting of Coalition to Promote ECD in the Coast Region of Kenya**

On September 27, 2004, in Mombasa, Kenya, the Education for Marginalized Children in Kenya Project (EMACK) hosted the inaugural meeting of the Coalition for the Promotion and Development of the Child in the Coast Region (COPDEC). COPDEC will work to bring together NGOs, Community Based Organizations (CBOs), the Government of Kenya (GoK) and others working in Early Childhood Development (ECD) for the purpose of coordinating activities and advocacy efforts, and sharing resources and innovations in how to promote cognitive, social and physical development in young children.

The inaugural meeting was attended by approximately forty participants including influential NGOs working in ECD – the Association for the Physically Disabled in Kenya (APDK) and PLAN International – to GoK stakeholders, including the Ministry of Health, the Ministry of Education, Science and Technology and the Ministry of Culture and Social Services, to community stakeholders, including teachers and CBOs.

In May 2004, an area needs assessment, conducted by the Coastal Rural Support Program (CRSP) in Kwale and Kilifi districts of Kenya, revealed a vital need for improved coordination amongst ECD players at the government, NGO and community levels. Subsequently, EMACK decided to take up the challenge during its two year mandate by supporting CRSP to organize a forum. A committee which comprised NGOs and GoK officials was assembled, and a paper outlining a proposed framework for COPDEC was developed (see Annex 2).

COPDEC is the first coalition in the Coast Region to focus entirely on issues related to ECD. COPDEC will also provide a regular forum through which ECD stakeholders are better able to coordinate their overall strategies and interventions throughout the region. The Coalition will link with like-minded forums in the Coast Region and



others working to promote ECD throughout Kenya. The resulting coordination among concerned partners will help COPDEC to inform policy at the division, district and provincial levels. In the future, it is envisioned that the Coalition will engage the wider public around ECD issues through media and other awareness raising channels, and it will conduct field and other research to strengthen its advocacy efforts.

At the inaugural meeting, the product of the committee's labour was presented. The paper was received enthusiastically by participants and all were in agreement that the establishment of the Coalition would serve to play an important role in championing ECD efforts in the Coast Region. A Management Committee was elected by participants and CRSP was nominated to lead the Coalition over the coming two years.

The launch of COPDEC marks a significant step to bringing ECD to the forefront of GoK and community agendas, and will have an impact at various levels. Communities will benefit from better-informed School Management Committees and teachers, as well as improved coordination and reduced duplication of ECD interventions in their villages. NGOs working in ECD will have increased access to resources, opportunities to participate in advocacy efforts, and innovations in ECD. The regular forum will also strengthen relationships and enhance coordination between NGOs and GoK stakeholders in ECD.

## Annex 1: Progress Against EMACK Results Framework

Performance Indicator	Explanation or Definition of Indicator	Source of Data	Interim Target (end of Yr. 1)	Actual (July-September 2004)
<b>SUB IR 1A:</b> Increased community member and district official involvement in pre-schools/primary schools	More parents and community leaders are participating in ECD activities with district officials (MOEST and HEALTH e.g., attending education programs, planning interventions and networking for advocacy purposes.)	CRSP - Attendance records on parents, MOEST & health officials meetings & networking meetings; CRSP-ECD development plans; MRC - attendance records on parent education workshops/meetings	15 district officials meet with 100 parents and community leaders	-
			20 sessions (500 participants) of parent education workshops conducted	-
			14 ECD Center Development Plans prepared and implementation started	Preparation of 7 ECD Center Development Plans initiated (231 community members - 69 males and 162 females- involved)
			One network of district officials and NGO's formed.	One network of district officials and NGO's formed and launched (36 participants - 25 males and 11 females - of which 12 were GoK Officials).
<b>SUB IR 1B:</b> Strengthen school management committees	SMCs exhibit enhanced management skills on at least one functional area identified in the SMC functionality assessment checklist (e.g., keeping up to date records, holding regular meetings, maintaining school physical facilities, mobilizing resources and holding regular meetings with parents).	Partners records on SMC functionality based on pre and post training functionality assessment checklist; SMC final grant reports	30 SMCs exhibit improvement in at least one area identified in SMC functionality assessment checklist.	16 SMC's trained: 5 new SMC's from 5 pre schools trained (37 members-16 males, 21 females); 11 SMC's from 11 existing schools (17 members - 6 males, 11 women)

<b>SUB IR 2A:</b> Increased number of pre-school/lower primary teachers adopting practices to promote child-centered teaching methodologies.	During each observed lesson, teachers demonstrate at least one child-centered approach (e.g., interactive learning & active learning) learned during training, mentoring and follow-up activities.	Partners' training attendance records; Partners' lesson observation reports using detailed observation protocols (e.g., KENSIP will employ Flanders Interactive Categorization tool)	200 teachers from 50 pre-schools, 19 primary schools and 30 Islamic religious schools trained.	14 female teachers from 5 pre-schools trained.
			130 teachers utilizing at least one child-centered approach in each observed lesson.	-
<b>SUB IR 2B:</b> Increased number of pre-school and lower primary teachers adopting strategies to better address issues of transition from pre-school to primary school.	Teachers exhibit knowledge of strategies for addressing issues of transition from pre-school to primary school (e.g., child friendly interviews; orientation visits by both child and parent; classroom re-arrangement; availability of interactive learning materials) developed through training and follow-up activities. Teachers utilizing at least one strategy presented in their training as evidence of this knowledge.	Partners' training attendance records; Teachers' supervisors/project officers' reports about observations of how teachers are using transition strategies, as outlined in teachers' training action plans and follow-up activities.	300 teachers from 39 pre-schools and 75 primary schools trained on transition strategies	155 teachers (64 males, 91 females) from 30 primary schools trained on transition strategies.
			200 teachers utilizing at least one strategy presented in their training as evidence of this knowledge.	-
<b>SUB IR 2C:</b> Increased number of pre-school and lower primary teachers adopting strategies to better address issues related to vulnerable children.	Teachers exhibit knowledge of strategies to address issues relating to vulnerable children (e.g., modifications of teaching materials and/or approaches; organization of health interventions such as de-worming, vitamin A supplementation and immunization) developed through training and follow-up activities. Teachers implement at least one strategy for addressing issues relating to vulnerable children as outlined in their training action plans/follow-up activities.	Partners' training attendance records; school records of numbers of children participating in health interventions (e.g., deworming, Vitamin A supplementation, immunization) at and through pre-schools; Teachers' supervisors/project officers' reports that observe the number of teachers who have modified their teaching materials and/or approaches to address issues related to vulnerable children.	200 teachers from 40 pre-schools and 19 primary schools trained on issues of vulnerable children.	66 female teachers from 49 pre-schools trained.
			100 children participating in health interventions.	-

## Annex 2: EMACK School Management Committee Functionality Checklist

1. The school management committee (SMC) meets regularly.

(1)	(2)	(3)
No school management committee meetings	School committee meetings	School committee meetings
meetings are held	are held occasionally	are held at least once a month and whenever it is important to meet

Rating: Pre-SMC Training\_\_\_\_\_ Post SMC Training\_\_\_\_\_

2. The school management committee calls community/parents meetings regularly.

(1)	(2)	(3)
SMC does not call any parents/ community meetings	SMC occasionally calls parents/ community meetings	SMC calls parents/ community meetings at least once every Three months

Rating: Pre-SMC Training\_\_\_\_\_ Post SMC Training\_\_\_\_\_

3. Members regularly attend school management committee meetings.

(1)	(2)	(3)
Many members do not attend meetings at all	Slightly more than half of the members attend meetings regularly	All members of the school management committee regularly attend meetings

Rating: Pre-SMC Training\_\_\_\_\_ Post SMC Training\_\_\_\_\_

4. Minutes of school committee and other meetings are properly written.

(1)	(2)	(3)
Minutes are mostly not written when meetings are held properly	Sometimes minutes of meetings are written but not in a proper format	Minutes of meetings are written regularly and

Rating: Pre-SMC Training\_\_\_\_\_ Post SMC Training\_\_\_\_\_

5. Minutes of school committee meetings are prepared after each meeting.

(1)	(2)	(3)
Minutes are not prepared	Some (less than half) Minutes are on file	Most (more than half) minutes are on file

Rating: Pre-SMC Training\_\_\_\_\_ Post SMC Training\_\_\_\_\_

6. The Treasurer of the SMC carries out his/her role of regularly paying teachers' salaries and making other payments, preparing budgets, monitoring budget implementation, writing financial reports, presenting financial reports to SMC parents/MRC, keeping books of accounts, mobilizing the community to get involved in school activities.

(1)	(2)	(3)
The treasurer carries out one to out two roles identified above her/him	The treasurer carries out at least four roles identified above	The treasurer carries all the roles assigned to

Rating: Pre-SMC Training\_\_\_\_\_ Post SMC Training\_\_\_\_\_

7. The school management committee keeps all important administrative records and one will not miss required information. The records include: children's admission book, teachers' and children's' attendance register, inventory book, log book, minutes file, correspondence file, teachers' personal file, children's file, visitors book, children's assessment reports, children's observation record, scheme of work, lesson plans.

(1)	(2)	(3)
SMC does not keep or keeps very named few administrative records	SMC keeps at least half of the above named records	SMC keeps all the above named administrative records

Rating: Pre-SMC Training\_\_\_\_\_ Post SMC Training\_\_\_\_\_

8. The school management committee keeps all important financial records and one will not miss required information. The records include: receipt books for school fees and other income, fee collection books, income and expenditure books, requisition forms, cash and cheque payment vouchers, salary payroll, vote book, school budgets.

(1)	(2)	(3)
SMC keeps less than half of above the financial records	SMC keeps more than half of the above named records	SMC keeps all the named financial records

Rating: Pre-SMC Training\_\_\_\_\_ Post SMC Training\_\_\_\_\_

9. The school management committee keeps all the above financial records up to date and complete.

(1) Few or no financial records are complete and up to date	(2) Slightly more than half of all financial records are Complete and up to date	(3) All financial records are complete and up to date
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Rating: Pre-SMC Training\_\_\_\_\_ Post SMC Training\_\_\_\_\_

10. The school management committee receives monthly/timely financial reports from the treasurer.

(1) The SMC hardly receives any financial reports from the treasurer	(2) Sometimes the SMC receives financial reports from the treasurer	(3) The SMC regularly receives financial reports from the treasurer
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Rating: Pre-SMC Training\_\_\_\_\_ Post SMC Training\_\_\_\_\_

11. The school management committee approves school expenditure which is based on the budget approved by the committee.

(1) The school income is spent on an ad-hoc basis approved	(2) Sometimes the school income is spent accordingly to the budget and sometimes it is spent on an ad hoc basis	(3) The school income is according to the budget and any new requests on expenditures are approved by the SMC
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Rating: Pre-SMC Training\_\_\_\_\_ Post SMC Training\_\_\_\_\_

12. The school management committee collects fees regularly.

(1) Monthly fee collection is less than fifty per cent and	(2) Monthly fee collection is more than fifty per cent but not all fee is collected	(3) Monthly fee collection is more than ninety per cent is collected regularly
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Rating: Pre-SMC Training\_\_\_\_\_ Post SMC Training\_\_\_\_\_

13. The school management committee regularly issues receipts for fees and all other income collected by the school.

(1) No receipts are issued for fee or other incomes that the SMC collected	(2) Sometimes receipts are issued for the fee or other income collected by SMC	(3) Receipts are regularly issued for fee and other income by SMC
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Rating: Pre-SMC Training\_\_\_\_\_ Post SMC Training\_\_\_\_\_

14. The school management committee regularly maintains the school building.

(1) The school building is not clean and needs repair	(2) The school building is occasionally clean and maintenance is not regular	(3) The school building is very well looked after, clean and well maintained
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Rating: Pre-SMC Training\_\_\_\_\_ Post SMC Training\_\_\_\_\_

15. The school management committee has put playground equipment for the children.

(1) The playground does not have least any equipment for children for	(2) The playground has less than four play equipment for children	(3) The playground has at seven play equipment children
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Rating: Pre-SMC Training\_\_\_\_\_ Post SMC Training\_\_\_\_\_

16. The school management committee regularly holds meetings with parents/community members to discuss achievements, problems and activities of the school.

(1) SMC does not hold any meetings with parents/community parents/community achievements,	(2) Sometimes SMC holds meetings with parents/community to discuss progress of the school	(3) The SMC regularly holds meeting with members to discuss problems & school activities
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Rating: Pre-SMC Training\_\_\_\_\_ Post SMC Training\_\_\_\_\_

17. Parents readily volunteer to work with teachers in the daily routine of the school.

(1)	(2)	(3)
Parents never work with teachers	Sometimes parents volunteer	Parents readily volunteer to
work		
during the daily routine of the	to work with teachers during	with teachers during the daily
school	daily routine	routine

Rating: Pre-SMC Training\_\_\_\_\_ Post SMC Training\_\_\_\_\_

18. At least two-thirds of the school children's parents turn out and participate in school elections.

(1)	(2)	(3)
Parents do not turn out at school	A few parents turn out at	At least two thirds of school
elections	school elections and	children's parents turn out and
	participation level is low	fully participate in school
elections		

Rating: Pre-SMC Training\_\_\_\_\_ Post SMC Training\_\_\_\_\_

**Annex 3: Coalition for the Promotion and Development of the Child in the Coast Region  
(COPDEC)**

**COALITION FOR THE PROMOTION AND  
DEVELOPMENT OF THE CHILD IN THE COAST  
REGION  
[COPDEC]**

**A PROPOSED WORKING DOCUMENT**

**PRESENTED TO STAKEHOLDERS FOR DISCUSSIONS AND DELIBERATION.**

**JUNE/JULY 2004**

## **INTRODUCTION.**

The select committee, appointed by the early childhood stakeholders, had three sessions, where they deliberated and came up with this draft.

The sessions were tasking and great ideas were discussed and consensus arrived at. It is the sincere feeling of the select committee that a lot more need to be done to make this document watertight. We therefore request that you go through this document, give it a critical look and generate more ideas.

The select committee strongly believes that tomorrow's success is built on good ideas of today. Thus be generous with your ideas.

Lastly, we, the select committee, do sincerely thank APDK for hosting the three sessions and for offering the excellent facilities to us.

Thank you all

Otiende [EMACK]  
Gumo [DICECE Kilifi]  
Komora [DICECE Kwale]  
Salim [Plan Kenya Chonyi]  
Njoroge [Plan Kenya Kilifi]  
Kariuki [APDK]

## **BACKGROUND**

In May 2004, the idea of a coalition of ECD players in Coast region emerged during the Aga Khan Foundation ECD Needs Assessment Report feed-back meeting held at Royal Court Hotel. The workshop brought together a number of stakeholders, including government departments, community based organization, councilors, NGOs, teachers, parents and members of school management committee. These members felt for the need for a better co-coordinated and accelerated implementation of early childhood development in the Coast region. It was further felt that such a coalition would minimize overlaps and redundancies of ECD activities at the field level.

The discussions was informed by the report that indicated that so many organizations in the Coast region working to promote the welfare and rights of the child have little or no collaboration and partnership effort amongst themselves. Thus there is lack of cross- learning activities and a danger of duplication of activities. The report further noted that these organizations have never made an effort to create a forum or alliance to advocate and influence for the success of early childhood development in the Coast Region. Participants concurred with the findings and sought for a way out.

Participants further felt that early childhood development, particularly children's rights is one area that is both neglected and misunderstood by many people in Kenya. This feeling coupled with the need to share experiences led to setting of a committee to look at the logistics and operation of forming a common front among all stakeholders to champion for the children's right in the Coast Region. The select committee was made up of APDK, CRSP, Plan Kenya and DICECE – Kwale and Kilifi districts

## **1. Name of the Network**

### **Coalition for the Promotion and Development of the Child [COPDEC]**

It was agreed that organization became a coalition because it is issue based, it involves organizations with different agenda and that it needs to have a bargaining power on issues of ECD.

## **2. Goal.**

The main goal of COPDEC is to:

**Co-ordinate and strengthen the sharing, implementation and capacity building activities of stakeholders so as to enhance the holistic development of the child in Coast province**

## **3. Key issue to be undertaken by COPDEC**

### **[a] To co-ordinate sharing of experience and resources through organized forum at organization level.**

Main activities will include:

- [i] Sharing of project/programme reports after every six months as an accountability to each other
- [ii] Sharing of resources [human, capital] to enhance implementation of child friendly programmes
- [iii] Exchange visits by stakeholders to programme areas

### **[b] Advocacy and policy campaign for children's issues through joint activities**

Main activities will include:

- [i] Organizing, participate and address children's issues during children's events e.g., DAC, UCW
- [ii] Attend and advocate for the children's issues at the DDC, DEB
- [iii] Engage with local authority on issues of children.

**[c] Capacity Building for /by stakeholders on various children's issues e.g., on Children's Act and other related laws, Integrated approach to ECD, policy advocacy and influencing, M&E and R**

## **4. MEMBERSHIP**

**COPDEC membership will include:**

- [a] All organizations involved in children's issues
- [b] Government department [MOE, MOH, Local Authority, MOA [Home Economic/Nutrition], Adult Education]
- [c] Representatives of SMC/ECDC

- [d] Provincial Administration
- [e] Faith based organizations and CBOs

Membership will be by registration fee as follows

- [a] NGOs – Ksh. 1000.00
- [b] CBOs – Ksh. 300.00
- [c] Government – Ksh. 300.00
- [d] Individuals [chiefs, councilors – Ksh. 100.00
- [e] SMC – Ksh. 50.00

Membership is to be reviewed to accommodate other interested groups. It was suggested that members review the prospects of registering the coalition as an autonomous entity for purposes of resource mobilization.

## **5. LEADERSHIP/MANAGEMENT**

Leadership will be at three levels

- [a] Patron: composed of the District Education Officers and Municipal Education
- [b] Governing Council: to be composed of all fully paid members
- [c] A management Committee: to be composed of 7 members
- [d] Divisional Committees convened by DICECE/Divisional Education Officers.

### **[a] PATRON**

1. Membership will be of all the District Education Officer and Municipal Education Officers
2. They are members of the Governing council.
3. A patron will be elected by the Governing Council from among the patrons
4. A patron's term of office will be one year

#### **Role**

Public relations

Technical advisors to COPDEC

Arbitrators

### **[b] GOVERNING COUNCIL**

1. Members of this committee will comprise of all fully paid up members.
2. Members must be stakeholders in child development.
3. The Governing council will be responsible for the good relations with all stakeholders.

### **ROLE OF THE GOVERNING COUNCIL**

1. The Governing council will plan and endorse all joint activities of COPDEC in line with respective DEO's, CBOs SMC's, Divisional committees and NGOs work plans.
2. The Governing council will own COPDEC: Each member has a responsibility to support and promote COPDEC.
3. To share information, ideas and experiences.
4. The governing Council will elect members of the management committees and the Patron
5. They will conduct audit activities of the management committee
6. They will decide on organization and or place to host secretariat
7. They help in co-coordinating and supporting divisional committee.

### **[c] MANAGEMENT COMMITTEE**

#### **Election**

1. Members of this committee will be elected by members of the Governing council.
2. Office bearers including Chairman, Treasurer, and Secretary will be appointed by the members of the management committee.
3. Term of office will be one year.
4. Election of members of management committee will be done during COPDEC Annual General Meeting.

#### **Role of management committee**

1. They will act as the executive body of the governing council.
2. The Management Committee will be answerable to the Governing Council.
3. The Management Committee will carry out all administrative roles for the coalition (COPDEC)e.g.,
  - Registration of COPDEC
  - Opening of Bank Account
  - Management of Financial affairs
  - Facilitating and organizing fund raising for COPDEC

- Co-coordinating the activities of COPDEC in Coast region.
- 4. Will represent COPDEC in meetings with senior Government Officials, donors and at various policy making forum e.g., DEB, DDC, DEC.
- 5. Responsible for advising on COPDEC affairs.

#### **[c] DIVISIONAL COMMITTEE**

1. Membership will be all organization in the divisional implementing children's programmes.
2. Divisional committee will be convened by the Divisional education officer in collaboration with DICECE trainer
3. They will plan, coordinate, organize and monitor children's activities in their area.
4. They will report their activities to the management committee and the governing council.
5. Each division will decide on their own structure and logistic operations.

### **WHAT IS TO BE ACHIEVED BY THE COPDEC**

1. A district based ECD strategic plan, to help guide the implementation of early childhood development.
2. A joint coordination of early childhood development, leading to increased prioritization especially within MOEST and MOH
3. Ensuring quality standards are met by all implementing agencies
4. Enhanced information flow and coordinated plans leading to less duplication of efforts within the community.
5. A comprehensive data bank of children's activities
6. A comparison among stakeholders to enhance and strengthen accountability and responsive.
7. A rationalized approach to implementation of early childhood development

### **FACTORS THAT ARE LIKELY TO MAKE COPDEC EFFECTIVE.**

1. Sharing of information and documents freely and when required
2. Having well defined and clear roles of the various organs and individual stakeholders.
3. A proper understanding of the roles and operations of the COPDEC by all
4. Mapping out/stakeholders analysis of all the active stakeholders so as to able to know the strength/and weakness of every stakeholder
5. A clear management structure of the coalition and proper legal bonding of members, especially through documents of agreement.
6. Having a sound resource base to facilitate maintenance, and running of coalition's activities
7. Working with the existing CBOs. This applies to all partners. As a priority there is need to build their capacity so that they can face the challenges of implementing early childhood development.
8. Having interns to start off the coalition and work at the secretariat. Such volunteers would provide stop-gap human resource to facilitate coalition's activities.

### **FACTORS THAT ARE LIKELY TO LIMIT COPDEC'S SUCCESS.**

1. Attitude of stakeholders towards early childhood development and Coalition. COPDEC being out to champion children's right might not be taken seriously as children's issues are not given priority from family, organizations and to the government level.
2. The physical presence of stakeholders on the ground. This may be very minimal. Commitment at the grassroots level is very essential if the coalition is to achieve a positive and long term impact at the community and national level. Stakeholder should have participatory interaction with children to better understand the problems facing them.
3. Culture and tradition of the community. Some community's culture and traditions have negative beliefs and practices that hold a child in a passive status. This may hinder the coalition from attaining stated objectives and goals.
4. Legality of the coalition. There will be challenges on enforcement of the coalition's commitments. Other issues may touch on registration and independence from the well endowed organizations/stakeholders.



5. Financial constraints. The coalition may suffer from financial problems because of lack of enough funds to carry out its activities.
6. The capacity of the CBOs to participate in the coalition activities in terms of their leadership, organizational, knowledge and skills capability.

BY

**SELECT COMMITTEE**

Mr. Otiende Elijah – EMACK

Mrs. Gumo – DICECE Kilifi District

Mrs. Kariuki – APDK

Mr. Komora DICECE Kwale

Njoroge/ Salim – Plan Kenya – Kilifi and Choni